

# INSPECTION REPORT

**REGENTS PARK COMMUNITY PRIMARY  
SCHOOL**

Small Heath, Birmingham

LEA area: Birmingham

Unique reference number: 103193

Headteacher: Mrs Pauline Gammon

Reporting inspector: Gloria Hitchcock  
2535

Dates of inspection: 24-25 September 2001

Inspection number: 196318

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary School

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Arthur Street  
Small Heath  
Birmingham

Postcode: B10 0NJ

Telephone number: 0121 772 6746

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Appropriate authority: The Governing Body

Name of chair of governors: Reverend Michael Goss

Date of previous inspection: 19/05/97

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Regents Park Primary School is a large primary school, including a nursery, which takes pupils aged three to eleven. It has grown since the last inspection in 1997 when there were 411 pupils. There are now 413 full time pupils (222 boys and 191 girls). At the time of the inspection there were 63 part-time children (33 boys and 30 girls), who were expected to become full time later in the school term. They are taught in 16 classes by 21 teachers, three of whom are part-time. The average class size is 30. Fifty two per cent of pupils are entitled to free school meals, which is well above the national average. Ninety five per cent of pupils come from minority ethnic backgrounds; the greatest proportions have Pakistani and Bangladeshi backgrounds. A small proportion have black Caribbean or black African backgrounds. Eighty seven per cent of pupils speak English as an additional language, which is very high. Thirty per cent of pupils are in the early stages of developing English. Twenty three per cent of pupils have special educational needs, which is broadly average and one per cent have statements of special educational need, which is also average. The main area of special educational need is learning difficulties. The school is situated in an inner-city area of Birmingham where there is a high level of unemployment. Overall pupils' attainment when they start school is well below average. The school has recently been appointed as a Beacon School.

### **HOW GOOD THE SCHOOL IS**

This is an extremely effective school that promotes high standards and quality. A special feature of the school is the way in which children with a wide variety of minority ethnic backgrounds make outstanding progress and achieve exceptionally well. This is due partly to the very good teaching and partly to the excellent leadership of the headteacher and staff with positions of responsibility. In particular pupils from all backgrounds are included equally in all of the school's activities. This leads to an industrious atmosphere with harmonious race relations. There is an atmosphere of commitment to the pupils, which is geared to opening up the world for these pupils and giving them the best possible chance. All this is achieved with an income that is broadly average. Consequently the school offers excellent value for money.

#### **What the school does well**

- The outstanding achievement of pupils who speak English as an additional language.
- The very high quality of teaching, which targets the needs of each child.
- The headteacher provides excellent leadership and is supported by strong teamwork.
- Pupils' excellent attitudes to work.
- The rich and stimulating environment, where children's work is celebrated in eye-catching displays.

#### **What could be improved**

- The quality of a minority of teaching.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has been very successful in building upon the achievement reported by the last inspection in 1997, when it was judged to be an effective school. It has made very good improvements. All of the key issues identified for improvement have been tackled successfully. Standards have risen dramatically due partly to the leadership's decisive action in establishing procedures to identify the abilities and needs of each child, partly to introducing a system where the pupil's home language is used to help improve their understanding and partly to an atmosphere where everyone is committed to the success of each child. The school is on course to meet its targets for 2002.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	A	A	A*
Mathematics	C	A*	A*	A*
Science	B	A*	A	A*

Key	
well above average	A
above average	B
Average	C
Below average	D
Well below average	E

Children start school in the nursery class with attainments that are well below average overall. Pupils make excellent progress during their time in school so that by the time they leave at the age of eleven standards in English are well above average, and in mathematics and science are in the highest five per cent compared with all schools nationally. Children get off to a satisfactory start in the nursery. In reception they consolidate and extend their learning so that by the time they leave the Foundation stage standards have risen, but are still below average. They make very good progress in Key Stage 1 where standards rise to above average. However when compared with similar school standards at the end of Key Stage 1 are well above average in reading and writing and in the top five per cent of schools for mathematics. In Key Stage 2 these standards are built on effectively and excellent progress leads to the very high standards pupils achieve by the time they leave school. This is partly due to the high quality of teaching they receive, where teachers make use of the pupils' own home language to help them understand their work more easily, and partly to the leadership's decision to focus on targeting pupils' individual strengths and individual needs. This means that pupils of different races, those who speak English as an additional language, those with special educational needs and the more able pupils are catered for equally effectively. In addition the whole school atmosphere where staff have a strong belief in the promise of these children and a commitment to make the most of the chances the pupils have to succeed, is central to the life and work of the school has a positive effect on pupils' progress. When compared with similar schools standards at the end of Key Stage 2 are in the top five per cent of schools for English, mathematics and science.

Standards have improved dramatically since the last inspection in 1997 when they were below average. This improvement has been above the national trend. There are particular strengths in English and mathematics and this is a notable achievement given the number of pupils who start school with limited or no understanding of English. The standards of work seen during the inspection were consistent with the national test results. The school exceeded its targets for 2001 and has set realistic targets for 2002, which it is on course to meet.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes to learning improve as they move through the school. They take responsibility for their learning and work very hard.
Behaviour, in and out of classrooms	Very good. Pupils respond well to the teachers' high expectations, are polite and helpful which helps them to make such good progress.

Personal development and relationships	Excellent. As they move through the school pupils grow in maturity and take responsibility willingly, often helping younger pupils or acting as mediators to help pupils solve playground difficulties.
Attendance	Below average, mainly due to pupils taking extended holidays to visit relatives in other countries. The school is taking active steps to improve attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching is particularly strong in Key Stage 1 and Key Stage 2 and has a direct impact on the excellent progress and high standards pupils achieve. There is a high proportion of excellent teaching. A key feature is the way that teachers make full use of the training they have received about how pupils who speak English as an additional language can be helped to make progress in the school work by drawing on their home language to help their understanding. The school aims to make every teacher a specialist in teaching English as an additional language. A particularly effective feature is the way that staff have identified not only the home language, but the dialect spoken by every child. Pupils are then paired with others who speak the same dialect and encouraged to discuss what they are learning before answering in English. As one pupil said ' We become more confident in speaking in English and in our home language. I speak Mirpuri and Urdu and if you don't understand a word your partner can explain it in your home language and you can understand it'. The mix of male and female teachers, as well as a high proportion from ethnic minority backgrounds, provides excellent role models for the pupils.

The skills of literacy and numeracy are very well taught. Teachers know pupils very well and assess the strengths and areas needing improvement for each child. As well as teaching 'target groups' of pupils needing extra help to reach the standards expected of them, pupils with special educational needs and the more able children also receive special teaching. In the best teaching each child is a 'target child' and teachers gear the challenge and support to individual needs. This has a major impact on pupils' progress. The level of challenge and the very high expectation that pupils can succeed also influences the excellent progress pupils make and all staff, including the very effective learning support assistants, share a commitment to getting the very best from the pupils. A comparative weakness in the teaching is in the nursery, where children are sometimes given too much direction about what they should do in their play. This inhibits their creative development. However, children benefit from the excellent support provided by the nursery nurses, including some who speak several languages.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school places a strong emphasis on literacy and numeracy but pupils' experience is also enriched by residential visits and visitors to the school such as theatre groups.
Provision for pupils with special educational needs	Very good. Teachers and learning support assistants work together closely to provide very effective support.



Provision for pupils with English as an additional language	Excellent. The very high proportion of pupils who speak English as an additional language receive outstanding support in an atmosphere where their home language is valued and they are expected to succeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. There are many opportunities for spiritual development in assemblies and lessons. They are taught the importance of consideration for others and the difference between right and wrong. The traditions and beliefs of other cultures are celebrated.
How well the school cares for its pupils	Very well. Pupils are cared for in an atmosphere of understanding, where pupils are still expected to work hard and strive for excellence. There are excellent procedures for tracking the progress of each child.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides inspirational leadership and with the strong support of the senior management and staff, has moved the school forward rapidly. This creates an atmosphere where there is a belief in what the children have to offer and what they can achieve.
How well the governors fulfil their responsibilities	Governors are committed and supportive and fulfil their duties well. The school applies the principles of best value very well.
The school's evaluation of its performance	Excellent. There are very good procedures for checking teaching, which have helped to raise the quality of teaching. Evaluation of pupils' performance highlighted pupils who needed extra help and effective action was taken.
The strategic use of resources	Very good. The headteacher and governors make good use of the money available for special educational needs and staff training. There has not yet been an opportunity to spend money allocated for Beacon activities.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children are expected to work hard.</li> <li>• The teaching is good.</li> <li>• Parents are well informed about how their child is getting on.</li> <li>• The school helps children to become mature.</li> <li>• Behaviour in the school is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework (some parents thought there was too much and some thought there was too little).</li> <li>• A few parents thought that there were not enough activities outside lessons.</li> </ul>

The inspection team agrees with the parents' positive views. The amount of homework is within national guidelines and inspectors judged that there is a good range of activities outside lessons.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The outstanding achievement of pupils who speak English as an additional language.**

- 1 Eighty seven per cent of the pupils at Regents Park speak English as an additional language (EAL) and many start school with little or no English. When they left school in summer 2000 the pupils achieved results that were in the top five per cent compared with any primary schools in the country in mathematics and science and well above average in English. This is a dramatic rate of progress, which is due to a combination of challenging, committed teaching and an inspired new approach to pupils who speak English as an additional language. Rather than seeing them as pupils who need help to remedy a shortcoming, the staff celebrate the fact that the pupils can speak one or sometimes two languages already and are learning a new one.
- 2 With the support of the headteacher two members of staff who speak English as an additional language checked which language and even which dialect each pupil in the school spoke at home. They then trialled a system where pupils were paired with those who speak the same or similar dialects and encouraged them to discuss challenges in class with their partners. All staff were then trained in using this approach and it is now a common element of lessons in all classes. To achieve this every teacher needed to become a skilled EAL specialist, even those who only speak English. This has been taken on board willingly by all the staff and the result is classrooms where pupils feel confident and proud and where there is often a buzz of different languages. For example in one class in Year 5 there are groups speaking English, Mirpuri, Urdu, Arabic, Pushto, Sylheti and Persian during the course of lessons.
- 3 The key to unlocking the pupils' abilities and helping them reach new heights in the standards they achieve seems to be the way the home language is valued. Pupils grow in confidence as they talk briefly in their home language before tackling answers in English. One pupil in a Year 6 class where eight different languages were being used explained that he could speak Mirpuri and Urdu at home and to be able to talk to his partner helped. In a Year 2 literacy lesson, pupils used short bursts of home language to help them solve the challenge of preparing instructions for making a banana milk shake. A number of pupils commented that it not only helped their English, but helped them to develop better skills in their home language as well. The richness of the pupils' language is also celebrated in displays around the school, so that notices and pupils' work is translated into four or five languages.

#### **The very high quality of teaching, which targets the needs of each child.**

- 4 The quality of teaching is very good overall and there is a high proportion of excellent teaching. An important feature of the lessons is that in almost all of them the teachers had high expectations of the pupils' success. There is a vibrant atmosphere in classrooms where teachers display a strong belief in the promise that these pupils have and a desire to make the most of the chances that every child has. As a result the pupils respond and meet the challenges set for them, as when a group in Year 5 collaborated to produce stage directions for dramatising the Greek legend of 'Theseus and the Minotaur'.

- 5 A significant development in the last two years has been the introduction of 'target teaching'. Staff now analyse all the information they have on each child to identify any that might be 'coasting' or not doing as well as they could. Pupils are now put into groups with the aim of stretching them so that they rise to the challenge and reach a higher level than they might have expected. Teachers and support staff know all the pupils well and gear the teaching to their needs. This may be in a target group, where the teacher often reinforces work learned earlier or in a more able child group where the pupils are given extra challenges. In the best teaching this extends to the whole class, so that every child is a target child.
- 6 One example of effective target teaching was a Year 6 literacy lesson where a target group identified as underachieving read fluently from a story called 'The Burst Boiler'. The teacher then focused on prediction skills and the meaning of words. This resulted in the group successfully working out from discussion about 'living and dead' that the brown powder that landed was because the building was infested with dry rot. In a more able child group in Year 6 pupils demonstrated a good understanding of features of a poem about the sun. One said 'That's personification – the sun licks – the sun is not a person, it can't lick'.
- 7 An important part of the challenge and drive for success that teachers insist is an essential part of every lesson, is the high level of praise and encouragement, not only for success, but for a pupils' effort. An example of this occurred in a Year 4 literacy lesson when pupils brainstormed a list of words suitable for a particular type of writing. Pupils gained confidence as a result of the positive feedback they received from the teacher. The target teaching would not be so successful without the teachers' highly effective assessments of what pupils know and the way they use the information to plan lessons.
- 8 In most lessons the teaching moves on fast. No time is wasted and very skilful questioning helps pupils' understanding. Throughout the school the close partnership between teachers and learning support assistants or nursery nurses is highly effective in helping pupils to move forward.

**The headteacher provides excellent leadership and is supported by strong teamwork.**

- 9 The headteacher provides excellent leadership, which combines a clear vision of what the school should be, with gaining the support and teamwork of the staff. When she became head of the school in 1998 she brought a range of ideas and developed others in the light of experience in the school. The key factors that have brought about change are:
  - a thorough overhaul of the system for assessing pupils and recording what they can do;
  - introduction of a whole school approach to discipline involving clear sanctions and rewards;
  - development of every teacher as a specialist in teaching pupils who speak English as an additional language;
  - raising the status of pupils' home language so that it is valued as a means of helping pupils learn.

- 10 All of these areas have been addressed very effectively, not overnight, but by giving staff time to plan and undertake training. There is also a feeling amongst staff that they have the opportunity to try new ideas and take risks. They take these without fear of making mistakes but realise that they are accountable for what they do. As a result, as two teachers commented 'Staff are not afraid of new initiatives'. Others said 'Time is always given for us to take something new on'. Decisions are made in full consultation with staff. This has also had the effect of teachers throughout the school, as well as those who have particular responsibility, contributing to the leadership and management of the school.
- 11 The last inspection judged the leadership to be strong and effective. It has improved to excellent, underpinned by the very strong teamwork and the consistently high expectations of staff. The governing body make a positive contribution to the leadership of the school and support the headteacher strongly. One example of their positive contribution is the decision to fund a new Information and Technology (ICT) suite in summer 2001, which is already having a positive effect on pupils' skills in using ICT as a part of their learning in subject lessons.
- 12 The level of attendance is below average, mainly because some pupils take extended holidays to visit relatives in other countries. However the headteacher makes strenuous efforts to encourage improved attendance, including class prizes for achieving good attendance figures and individual prizes for regular attendance. Consequently the level of attendance is improving and in many classes now reaches the national average.
- 13 The headteacher has a firm belief in the ability of every child to succeed, regardless of background, race or gender and the staff share this vision. The new system for managing behaviour means that the atmosphere in class is sufficiently calm to allow groups of pupils to talk in different languages. In addition, the introduction of target teaching and the new approach to valuing and using pupils' home language in lessons have had a major influence on the standards that pupils in Regents Park achieve. These factors also contribute to the progress pupils make as they move through the school and their excellent attitudes to learning.

**Pupils' excellent attitudes to work.**

- 14 Pupils have excellent attitudes to learning, which makes a strong contribution to the outstanding progress they make by the time they leave school. These attitudes develop as they move through the school and gradually take more responsibility for their own learning and their own behaviour. This reflects the positive atmosphere in the school, which has a strong focus on the importance of all children doing their best. Pupils respond positively to the high expectations of the headteacher and staff and know that they are in lessons to work. This is reflected in the way they concentrate totally on what they are learning even when there are distractions such as visitors or groups of pupils working with art students in a corner of the classroom.
- 15 A striking feature of the learning at Regents Park is the level of independence pupils show when carrying out their work. Several pupils explained that they are responsible for their learning and many carry out individual research at home or on their extended holidays to visit relatives in other countries. The school encourages this most effectively by providing pupils with disposable cameras to take with them to make their work come alive.

- 16 Pupils' excellent attitudes to work extend into their general conduct around the school, for example Year 6 pupils help reception children with their lunch. The role of mediators, who help to sort out disputes or problems in the playground, is taken very seriously. Pupils who are interested in becoming mediators have to apply formally, which in itself helps them to see how good literacy skills are valuable. They are then shortlisted and interviewed and the successful applicants given training. One mediator said ' We have had some training, but still have a lot to learn'. They make a number of promises, including 'to be fair, not to interrupt and not to take sides'. This helps these pupils to take serious responsibility, and also helps pupils who may have fallen out or be unhappy. The work of the mediators also emphasises that 'lessons are for learning' as pupils are expected to leave any squabbles at the door. Pupils respond to this very well and during the inspection there were no instances of pupils falling out in lessons, apart from in the youngest classes where they had only just started school.
- 17 Not a minute is wasted, as was seen in one Year 6 class when pupils were learning how to produce a common denominator when working in fractions. They frequently spent a minute discussing a challenge in their home language then instantly reverted to English to solve a range of problems. The pupils' desire to learn and to succeed is a key feature of the school.

**The rich and stimulating environment, where children's work is celebrated in eye-catching displays.**

- 18 The school is an oasis where pupils enter a world that is bursting with colourful and stimulating displays which both celebrate pupils' work and stimulate their imagination. Every available space is used to reflect some aspect of the life of the school. This ranges from photographs and written accounts of a geography study of rivers in Years 5 and 6 to reports of the scientific investigations carried out by pupils using the neighbouring Small Heath Secondary School science laboratory.
- 19 Full use is made of the results of pupils' art experiences, including working with art students such as colourful displays of batik work, and writing produced by pupils attending the thriving Urdu / Bengali club.
- 20 The displays are also used to reinforce the values and goals of the school, as when the school goals such as 'Raise standards in writing' are displayed prominently so that all visitors and pupils know what the school is aiming for. Another example reflecting the values of the school is information about the role of mediators. A large display explains the value of using pupils' home language in learning, together with the pupils' own views on this. One states 'Being bilingual is a skill I have come to value at Regents Park'.
- 21 Displays are used very effectively to ask questions that challenge pupils and make them think, which has a major influence on pupils' attitudes to learning and to the standards they achieve.

## **WHAT COULD BE IMPROVED**

### **The quality of a minority of teaching.**

- 22 Where there are occasional weaknesses in the teaching in the nursery it is mainly due to very young children being given too much formal instruction on how to play, which restricts their creative development.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 23 Regents Park Primary School is a highly effective school with no areas of significant weakness. Nevertheless the governing body, headteacher and senior management team may wish to include the following point in their action plan:
- raise the quality of teaching in the nursery so that it consistently matches that of the rest of the school by ensuring that very young children are not given too much direct instruction in their play.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	14	11	4	1	0	0
Percentage	21	37	29	11	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YN – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	63	476
Number of full-time pupils known to be eligible for free school meals	0	220

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YN – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	66

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	425

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	34

### Attendance

#### Authorised absence

	%
School data	6.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	33
	Girls	21	21	27
	Total	46	48	60
Percentage of pupils at NC level 2 or above	School	77 (65)	80 (70)	100 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	23
	Girls	19	20	18
	Total	44	45	41
Percentage of pupils at NC level 2 or above	School	73 (70)	75 (77)	68 (70)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	23	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	28	29
	Girls	21	21	23
	Total	45	49	52
Percentage of pupils at NC level 4 or above	School	86 (89)	93 (91)	100 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	24
	Girls	21	19	19
	Total	42	40	43
Percentage of pupils at NC level 4 or above	School	81 (71)	78 (75)	83 (85)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	11
Black – other	0
Indian	10
Pakistani	217
Bangladeshi	108
Chinese	0
White	26
Any other minority ethnic group	35

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.8
Number of pupils per qualified teacher	22:1
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	242

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30
Total number of education support staff	3
Total aggregate hours worked per week	81
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001
	£
Total income	1,145,724
Total expenditure	1,114,331
Expenditure per pupil	2,450
Balance brought forward from previous year	76,241
Balance carried forward to next year	107,634

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	3.4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	456
Number of questionnaires returned	63

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	2	0	3
My child is making good progress in school.	56	41	3	0	0
Behaviour in the school is good.	60	37	2	0	2
My child gets the right amount of work to do at home.	43	48	8	2	0
The teaching is good.	73	24	0	0	3
I am kept well informed about how my child is getting on.	65	33	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	22	3	0	10
The school expects my child to work hard and achieve his or her best.	76	22	2	0	0
The school works closely with parents.	63	32	2	0	3
The school is well led and managed.	59	32	3	0	6
The school is helping my child become mature and responsible.	60	38	0	2	0
The school provides an interesting range of activities outside lessons.	48	40	5	2	6